DOCUMENT RESUME

ED 218 402 UD 022 333

AUTHOR	Shore, Rima, Ed.; And Others
TITLE	Fort Hamilton High School Project ELITES: Education for Life through Extended Services. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	81
GRANT	G008005991
NOTE	125p.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academically Gifted; *Achievement Gains; Arabic; *Basic Skills; *Bilingual Education Programs; *Career Education; Community Involvement; *English (Second Language); Greek; High Schools; Individualized Instruction; *Mainstreaming; Mathematics Instruction; Parent Participation; Program Descriptions; Program Effectiveness; Program Evaluation; Science Instruction; Social Studies; Spanish; *Staff Development
IDENTIFIERS	New York City Board of Education

ABSTRACT

This report describes, provides demographic data for, and evaluates the success of Project ELITES, a bilingual program for Arabic, Greek, and Spanish speaking students in Fort Hamilton High School, Brooklyn, New York. Project ELITES, which served approximately 250 students in 1980-81, utilizes an individualized approach designed to mainstream students into regular school courses and activities. Included in the instructional component are basic skills courses, courses for gifted students, and career education courses. Bilingual instruction is provided in language skills, mathematics, social studies, and science, while students participate in regular classes in other subject areas. Also prominent in Project ELITES is a career education program, which is organized on the basis of career clusters. The project's noninstructional component includes budgeted funds for administration and supervision, curriculum development, supportive and secretarial services, staff development, and parental and community involvement. The evaluation performed for the 1980-81 year found significant achievement and high attendance rates among students participating in Project ELITES. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218402

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. K. Minter
NYC Bd of Ed
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008005991

Project Number: 5001-56-17617

FORT HAMILTON HIGH SCHOOL

PROJECT ELITES: EDUCATION FOR LIFE THROUGH EXTENDED SERVICES

1980-1981

Principal:
Mr. Diego Coscarelli

Director:
Ms. Gertrude Berns

Prepared by the
BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
Elly Bulkin, Ph.D., Consultant
Frank O'Brien, Ph.D., Consultant

UD 022 333

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

ACKNOWLEDGEMENTS

The production of this report, as of all Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Rima Shore and Armando Cotayo have labored over and edited initial drafts, ensuring that they conformed to O.E.E. standards of scope and style. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. Franco Marinai has patiently reviewed, edited, analyzed, and reported project data. Margaret Scorza has managed the production process, frequently editing and reformatting drafts and assuring that the reports are complete and accurate. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	Context	1
	Environment	1
	Site Characteristics	2
II.	Student Characteristics	3
	Composition and Diversity	3
	Participant Selection	8
	Linguistic Characteristics	9
III.	Program Description	10
	Program Philosophy	10
	Organization and Structure	11
IV.	Instructional Component	11
	Student Placement, Programming, Mainstreaming	11
	Funding of Instructional Component	19
	Instructional Offerings/Curriculum Development	20
V.	Non-Instructional Component	26
	Funding of Non-Instructional Component	26
	Supportive Services	27
	Staff Development	29
	Parental and Community Involvement	30
	Affective Domain	32
VI.	Findings	34
VII.	Conclusions and Recommendations	78
	Conclusions	78
	Recommendations	80
VIII.	Appendix	82

LIST OF CHARTS AND TABLES

		PAGE
Chart 1.	Organizational chart of project ELITES, Fort Hamilton High School	12
Table 1.	Number of students by language and country of birth.	5
Table 2.	Number and percentages of students by sex and grade.	6
Table 3.	Number of students by age and grade.	7
Table 4.	Number of students by instructional sequence and grade.	14
Table 5.	Funding of the instructional component.	19
Table 6.	Instruction in English as a second language.	21
Table 7.	Instruction in native language arts.	21
Table 8.	Bilingual instruction in content areas.	22
Table 9.	Mainstream classes in which program students are enrolled.	24
Table 10.	Funding of the non-instructional component.	26
Table 11.	Staff characteristics.	31
Table 12.	Results of the Criterion Referenced English Syntax Test (basic skills/remedial track students).	37
Table 13.	Performance of students tested on the Criterion Referenced English Syntax Test (basic skills/remedial track students).	38
Table 14.	Performance of students tested on more than one test level on the Criterion Referenced English Syntax Test (basic skills/remedial track students).	39
Table 15.	Results of the Criterion Referenced English Syntax Test (career track students).	40
Table 16.	Performance of students tested on the Criterion Referenced English Syntax Test (career track students).	41

LIST OF CHARTS AND TABLES
(continued)

		PAGE
Table 17.	Performance of students tested on more than one test level on the Criterion Referenced English Syntax Test (career track students).	42
Table 18.	Results of the Criterion Referenced English Syntax Test (gifted track students).	43
Table 19.	Performance of students tested on the Criterion Referenced English Syntax Test (gifted track students).	44
Table 20.	Performance of students tested on more than one test level on the Criterion Referenced English Syntax Test (gifted track students).	45
Table 21.	Oral language ability.	46
Table 22.	Number of basic skills track students attending courses and percent passing teacher-made examinations in mathematics.	48
Table 23.	Number of basic skills track students attending courses and percent passing teacher-made examinations in science.	49
Table 24.	Number of basic skills track students attending courses and percent passing teacher-made examinations in social studies.	50
Table 25.	Number of basic skills track students attending courses and percent passing teacher-made examinations in native language arts.	51
Table 26	Number of basic skills track students attending courses and percent passing teacher-made examinations in business education.	52
Table 27.	Number of basic skills track students attending courses and percent passing teacher-made examinations in vocational education.	53
Table 28.	Number of basic skills track students attending courses and percent passing teacher-made examinations in practical arts.	54

LIST OF CHARTS AND TABLES
(continued)

PAGE

Table 29. Number of career track students attending courses and percent passing teacher-made examinations in mathematics. 55

Table 30. Number of career track students attending courses and percent passing teacher-made examinations in science. 57

Table 31. Number of career track students attending courses and percent passing teacher-made examinations in social studies. 58

Table 32. Number of career track students attending courses and percent passing teacher-made examinations in native language arts. 60

Table 33. Number of career track students attending courses and percent passing teacher-made examinations in business education. 62

Table 34. Number of career track students attending courses and percent passing teacher-made examinations in vocational education. 63

Table 35. Number of career track students attending courses and percent passing teacher-made examinations in practical arts. 64

Table 36. Number of gifted track students attending courses and percent passing teacher-made examinations in mathematics. 65

Table 37. Number of gifted track students attending courses and percent passing teacher-made examinations in science. 67

Table 38. Number of gifted track students attending courses and percent passing teacher-made examinations in social studies. 69

Table 39. Number of gifted track students attending courses and percent passing teacher-made examinations in native language arts. 71

Table 40. Number of gifted track students attending courses and percent passing teacher-made examinations in business education. 72

LIST OF CHARTS AND TABLES
(continued)

		PAGE
Table 41.	Number of gifted track students attending courses and percent passing teacher-made examinations in vocational education.	73
Table 42.	Number of gifted track students attending courses and percent passing teacher-made examinations in practical arts.	74
Table 43.	Significance of the difference between attendance percentages of Greek-speaking program students and the attendance percentage of the school.	75
Table 44.	Significance of the difference between attendance percentages of Spanish-speaking program students and the attendance percentage of the school.	76
Table 45.	Significance of the difference between attendance percentages of Arabic-speaking program students and the attendance percentage of the school.	77

FORT HAMILTON HIGH SCHOOOL

PROJECT ELITES BILINGUAL PROGRAM

Location:	8301 Shore Road, Brooklyn, New York
Year of Operation:	1980-1981, First of two years
Target Languages:	Arabic, Greek, and Spanish
Number of Participants:	256 (49 Arabic, 37 Greek, 170 Spanish)
Principal:	Mr. Diego Coscarelli
Director:	Ms. Gertrude Berns

I. CONTEXT

ENVIRONMENT

Fort Hamilton High School is located in the Bay Ridge area of Brooklyn, a primarily white, middle- to upper middle-class neighborhood. While a short bus ride away is a busy commercial area with small stores and six-story apartment houses, the immediate vicinity of the school is entirely residential. The front of the school faces a playing field and houses; the rear is close to the Belt Parkway and looks out over the water to Staten Island. In some ways, Fort Hamilton's setting bears more resemblance to a suburb than to what is most often thought of as an urban environment. Nearly all of the houses in the immediate neighborhood are unattached, one- or two-family dwellings, with small, well-kept lawns and gardens, driveways and garages, on tree-lined streets. The neighborhood is one of extreme quiet, with an occasional woman and child visible as they go shopping or for a walk, and whatever bustle there is stemming from the comings and goings of Fort Hamilton's 3,500 students.

Of the school population as a whole, nearly a third of the students' home languages are among the project target languages: 23.5 percent Spanish (831 students); six percent Greek (212); three percent Arabic (98). The other significant language group represented is Chinese (three percent or 119 students); while the bilingual needs of these students were originally addressed in the project proposal, funding considerations forced a cutback in its initial scope. Significantly smaller numbers of students whose home language is Korean, Vietnamese, Turkish, or French also attend the school.

Ninety percent of the Spanish-dominant students live in the Fort Hamilton district, District 20; the remaining ten percent commute from Sunset Park and other Brooklyn neighborhoods. The Greek-dominant students are members of the long-standing Greek community in Bay Ridge. Whereas there is a small local Arabic population for whom the Arabic program was originally begun, the vast majority of the Arabic-dominant students now come from the downtown Brooklyn area.

SITE CHARACTERISTICS

The project is located in the four-story building that houses Fort Hamilton High School. Though it has been in use for 40 years, the building remains in very good condition -- free of graffiti, with windows unbroken, and with hardly any papers strewn about. The director, the coordinator, and a secretary work in a single busy office, with their three desks crammed in among bookshelves filled with texts and dictionaries, a table used for conferences, for work sessions, and for students to do their homework while waiting for an appointment. The resource office on the floor below is similar, and is shared by the

three resource teachers and the three paraprofessionals. Like the classrooms, both offices are filled with brightly-colored posters of the students' native countries. The location of these two offices on separate floors typifies the overall integration of the project into the school as a whole. Classrooms, too, seem to have been assigned on the basis of availability, rather than out of any conscious attempt to keep project students concentrated in a single part of the building.

The books in the offices and on the separate shelf in the school library have not been divided according to source of funding. Rather, they form an extensive collection of resource and research material financed by a variety of sources during the history of bilingual programs at Fort Hamilton.

II. STUDENT CHARACTERISTICS

COMPOSITION AND DIVERSITY

The target population consists of 256 students of limited English proficiency (LEP). Of these, 170 students, or 67 percent, are Spanish dominant; 49, or 19 percent, are Arabic dominant; and 34, or 14 percent, are Greek dominant. At least 80 percent of these students have arrived in the mainland United States during the past four years. Fort Hamilton is the only New York City public high school that offers a bilingual program in Greek and Arabic. Using the "magnet concept," it attracts students who speak these languages from all over New York City.

Of the three, the 37 Greek students form the most homogenous group, sharing not only a single language but a single culture

and native country. The Arabic students might be Moslem or Christian (with a history of tension between the two groups); Lebanese (with a background in French); Palestinian (with a background in English); Yemenite (with little or no schooling prior to coming to this country); or representative of a different background. While the issue of diversity among these students should not be minimized, it is noteworthy that 51 percent of the Arabic students have Lebanon as their common country of origin. Whereas students from Puerto Rico form the largest single group (38 percent) of the Spanish-dominant students, they are nonetheless outnumbered by the growing numbers of students from Central and South America. The evaluator attended one Spanish typing class in which students had come fairly recently from Chile, Dominican Republic, Guatemala, Mexico, Panama, and Puerto Rico, resulting in a tremendous mix of backgrounds and cultures. The following table presents the countries of origin and language groups of all of the students in the program:

Table 1. Number of students by language and country of birth.

LANGUAGE	COUNTRY OF BIRTH	NUMBER	PERCENT
Spanish		170	67%
	Puerto Rico	65	
	Dominican Republic	33	
	Ecuador	25	
	Panama	13	
	El Salvador	10	
	Colombia	7	
	Guatemala	4	
	Mexico	4	
	Argentina	1	
	Chile	1	
	Cuba	1	
	Nicaragua	1	
	Peru	1	
	U.S.	2	
	Other European Country	2	
Arabic		49	19%
	Lebanon	25	
	Yemen	17	
	Israel	5	
	Syria	1	
	U.S.	1	
Greek	Greece	37	14%

Because there may be selective personal and environmental pressures on students in urban communities, the composition of the student body may vary from school to school and grade to grade within a school. Table 2 present the distribution of grade and sex of bilingual program students for whom information was reported.

Table 2. Number and percentages of students by sex and grade. (N=247)

GRADE	SEX: MALE N	MALE percent of grade	FEMALE N	FEMALE percent of grade	TOTAL N	TOTAL percent of all students
9	46	66%	24	34%	70	28%
10	38	48%	41	52%	79	32%
11	31	44%	39	56%	70	28%
12	9	32%	19	68%	28	12%
TOTAL	124	50%	123	50%	247	100%

- The percentages of male and female students in the bilingual program are equivalent.
- While the percentage of male students drops from 66 percent in the ninth grade to 32 percent in the twelfth grade, the percentage of female students increases from 34 percent in grade nine to 68 percent in grade twelve.
- The highest percentage of program students is in the tenth grade.

Because so many of the Fort Hamilton bilingual students are immigrants, (many having arrived less than a year ago), their educational histories may vary considerably. Many have suffered interrupted schooling or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 3.

Table 3. Number of students by age and grade. (N=249)

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
14	1				1
15	15	3			18
16	28	27	3		58
17	14	28	29	2	73
18	8	16	21	13	58
19	4	4	11	10	29
20	2		4	3	9
21			1	1	2
22			1		1
TOTAL	72	78	70	29	249
Percent Overage For Their Grade	78%	62%	54%	48%	63%

*Shaded boxes indicate the expected age range for each grade.

- 63 percent of the program students are overage for their grade.
- The highest percentage of overage students occurs in the ninth grade.

As Table 3 indicates, the fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may

have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

PARTICIPANT SELECTION

Since a third of the total student body is composed of LEP students, the program chooses those most in need of it. Ninety percent of program students score below the tenth percentile on the Language Assessment Battery (LAB), ten percent below the twentieth percentile. Participants are selected on the basis of LAB scores, referrals from previous schools, teacher recommendations for students already enrolled at Fort Hamilton, and individual interviews. Students who are newly arrived from their native country are automatically interviewed.

All students are interviewed by the project coordinator. This participant selection interview is designed to test literacy in the native language and involves reading, answering questions based on the reading, and writing a short composition in the native language. Since the coordinator is bilingual in English and Spanish, but does not speak Greek or Arabic, paraprofessionals who speak these languages translate during the interviews. Information is also elicited about each student's educational background, interests, and plans.

LINGUISTIC CHARACTERISTICS

The director observed that the students tended to use thei native language both in their homes and neighborhoods. In observing classes and both student-student and student-staff interaction, the evaluator noted that while most preferred to speak in their native language, others moved back and forth between English and their nati language; several clearly preferred to use English in situations whe that usage was an option on their part.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The basic approach of the program, as articulated by the director, is to offer an education equal in quality to that in the mainstream of the school and to make a major effort to graduate students at the same rate as their English-dominant counterparts. These goals are implemented through a highly individualized approach to each student and through mainstreaming students as soon as they are capable of handling the work. Project ELITES is seen as a two-year transitional program.

At the heart of the project is career education in the form both of course content and focus and of apprenticeship assignments. Such an approach is seen as a key motivating force for all students, because of its relationship to their future lives as self-supporting, wage-earning adults. The focus on attitudinal changes is especially important in dealing with those students who are only marginally responsive to the academically-oriented high school for reasons of boredom, feelings of alienation, or academic failure. The individual nature of the approach to each student, one which takes into account interests, aptitudes, and plans for after graduation, provides an additional motivating force.

The principal, while not Hispanic himself, has experience in Spanish bilingual education, and appears to share the fundamental philosophy of the program. He spoke of plans to set up a Health Career Program with a focus on science and business that would have

a bilingual component and be similar to the ELITES apprenticeship program.

ORGANIZATION AND STRUCTURE

The program is a unified part of the bilingual education department. Its director is assistant principal for foreign language, arts, and music. She thereby has overall responsibility for supervision of the program, in addition to her being part of the school administration. The coordinator has worked in the past as the school's bilingual dean; as a result, both of the key program administrative staff have functioned within the administrative structure of the school as a whole. A parent advisory committee was originally intended to have significant input into the program. Chart 1 illustrates the program's organizational arrangement within the Fort Hamilton administrative structure.

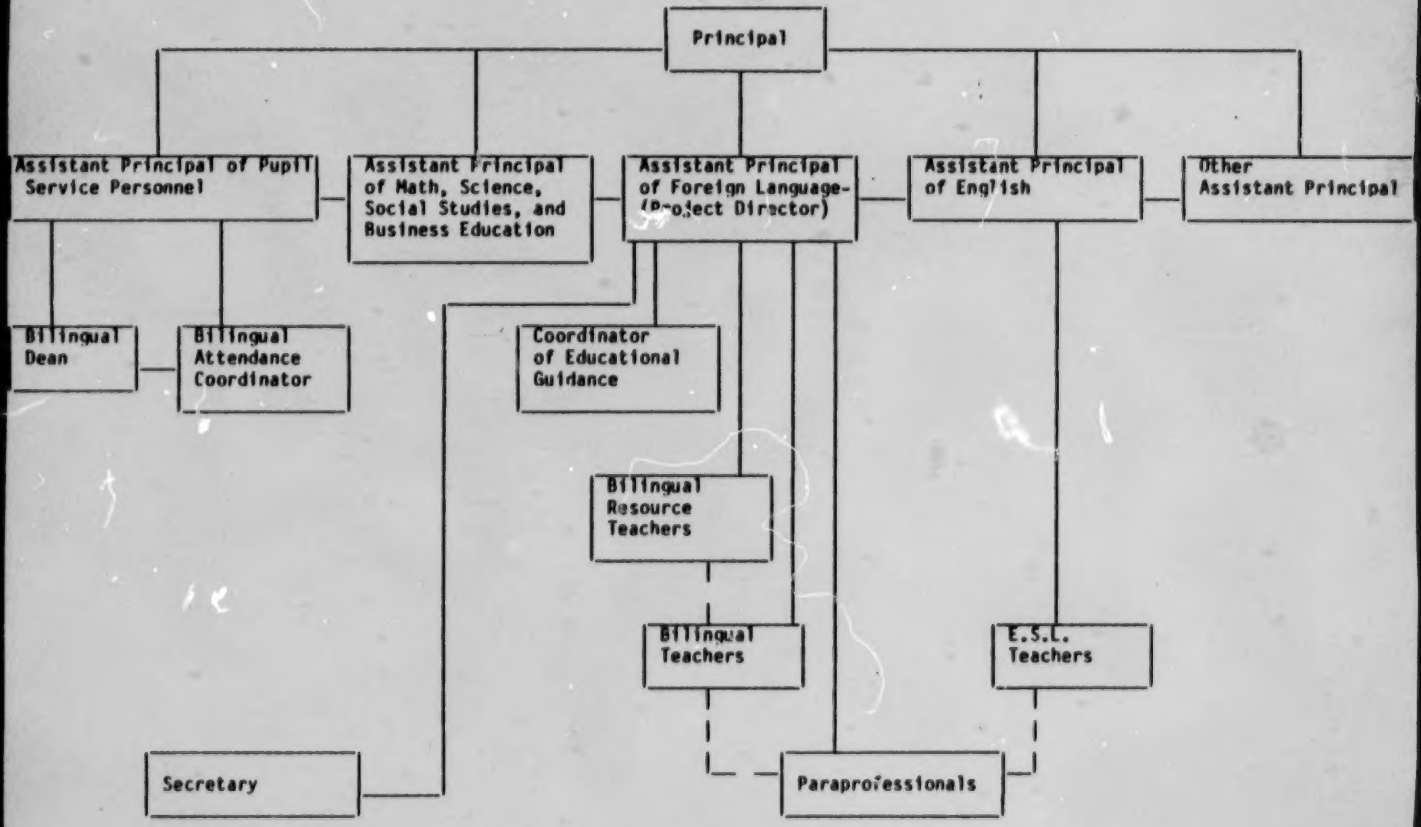
IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, MAINSTREAMING

Programming

Individual student programming is done by the project coordinator. As with those designed to select program participants, these interviews involve, where appropriate, the translating services of the Arabic or Greek paraprofessionals. The priority in each instance is to make sure that each student meets graduation requirements. The exact nature of each student's program is determined by LAB scores and teacher recommendations based on academic performance and grade level advancements, as well as by individual interests and post-graduation plans. The first area determines in which of these tracks a student will be placed: career

Chart 1. Organizational chart of Project ELITES, Fort Hamilton High School.



and occupational, gifted, or low literacy. Individual programming makes possible maximum flexibility between tracks, allowing, for example, a student to take a mainstream course in one subject and a remedial course in another, or a gifted student to take an advanced mainstream course in addition to a course that is part of a career and occupational cluster. The second area of consideration determines which career cluster will provide the basis for each student's program.

In each language group, the program offers three tracks:

--Career and Occupational Program. With a focus on career awareness and exploration, skill development, and on-the-job training, this track is centered on career clusters in the areas of health, environment, business, public service, and art. While for the majority of students this career focus takes place in the classroom, for a small number it occurs also through the apprenticeship program which places them for two hours a day in a community business or agency; these students receive two credits for this unpaid work.

--Gifted. Gifted students work on individual study projects with a teacher or resource person. For those interested in advanced exploration in a given subject area, the additional option exists to take a mainsteam course. This aspect of the programming is therefore geared to the student with sufficient facility in English to handle a mainstream class, rather than to the very bright student who still has difficulty with English. Guidance for these students especially stresses college admission.

--Low Literate. These students tend to be highly motivated, but suffer from an earlier educational deprivation, for which they must now compensate. The special goal for these students is to strengthen literacy in their native language and to move them into career clusters as soon as possible. In addition to their attendance in their scheduled classes, students in this track work on a small-group basis with para-professionals.

Table 4 presents the distribution by instructional sequence and grade of bilingual program students for whom information was provided.

Table 4. Number of students by instructional sequence and grade. (N=254)

INSTRUCTIONAL SEQUENCE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL N	PERCENT OF ALL STUDENTS
Basic Skills	28	7	6	2	43	17%
Gifted	1	8	13	9	31	12%
Career	43	66	52	19	180	71%
TOTAL	72	81	71	30	254	100%

.71 percent of the bilingual program students were enrolled in the career track.

Each student receives English-language instruction: English as a second language (E.S.L.), English vestibule (a transition course for the student moving from E.S.L. to a mainstream English class), English reading or writing, or mainstream English. Each student also receives instruction in the content areas of mathematics, social studies, and

science. All students have contact with mainstream students in physical and health education, art, and music; students in the apprenticeship program, who have to leave after the fourth period, have had their physical education requirement waived. Some Spanish and Greek students take courses in native studies which are designed for remediation as well as native language enrichment.

Students typically remain in school for six periods, though an occasional student remains for a seventh period, usually to take an elective course. Most often a lunch period is not scheduled, giving the student a school day that involves going class-to-class without a break, but accommodating the many students needing to work after school who thereby have to get finished as early as possible. The following randomly-selected programs offer representative programs in the non-graded three tracks for each of the three language groups:

.Gifted track

--Arabic student

Period 1 Trigonometry (mainstream)
2 Environmental Science (Arabic)
3 American Studies (mainstream)
4 Intermediate Algebra (mainstream)
5 English (R.S.L.)
6 Gymnastics

--Spanish student

1 Environmental Science (Spanish)
2 Crime and Justice (English)
3 Computer Math (English)
4 Intermediate Algebra (English)
5 Physical Education
6 English (mainstream)

--Greek student

1 Consumer Economics (Greek)
2 Auto Mechanics (English)
3 English (mainstream)
4 Trigonometry (mainstream)
5 Physical Education
6 Italian

.Career Program

--Arabic student
1 American Social Institutions (Arabic)
2 Environmental Science (Arabic)
3 Accounting (Arabic)
4 Physical Education
5 Art
6 English (E.S.L.)

--Spanish student
1 English (E.S.L.)
2 Environmental Science (Spanish)
3 Commercial Spanish
4 Physical Education
5 American Studies (Spanish)
6 Major Art

--Greek student
1 English (remedial reading mainstream)
2 American Studies (Greek)
3 Health Careers (Greek)
4 Hygiene
5 Accounting (Greek)
6 Beginning Greek

.Low Literacy

--Arabic student
1 American Studies (Arabic B)*
2 Environmental Science (Arabic B)
3 Accounting (Arabic B)
4 Shop (mainstream)
5 Physical Education
6 English (E.S.L.)

--Spanish student
1 English (E.S.L.)
2 Typing (Spanish)
3 Accounting (Spanish)
4 Spanish
5 Physical Education
6 Art (mainstream)

*The letter "B" indicates that the student works intensively in a small class of up to five or six students with a paraprofessional or a resource teacher.

--Greek student

1 Consumer Economics (Greek B)
2 English (R.S.L.)
3 Environmental Science (Greek B)
4 Writing in English (R.S.L.)
5 Intermediate Greek
6 Physical Education

Transition

The decision to partially mainstream a student is based on a teacher's recommendations, grades, and an interview conducted by the coordinator with student and teachers. Students are told that they will be entering the mainstream on a three-week trial basis, a period in which they are given maximum support and assisted in making the decision to remain in the mainstream class(es) or to return to the bilingual program. Full mainstreaming can result from a twenty-first percentile score on the LAB or from a student request; both student and parent retain the right, if the student has attained this level on the LAB test, to decline the recommendation for full mainstreaming.

Some differences among the language groups appear consistently. The Spanish-dominant students, for example, seem less anxious to mainstream than the Greek-dominant students; as a result, the Spanish bilingual teachers tend to go more slowly into English usage in the classroom, while both students and parents reportedly complain if a Greek social studies course, for example, is conducted in Greek only. This difference seems to be reflected in the report by the director that usage of English and Greek in bilingual classes is equal, whereas, with the exception of Spanish typing, Arabic or Spanish was used 80-90 percent of the time.

Classroom interaction and the textbook or resource materials are meant to reinforce each other. Thus, an English language textbook might be used in a class, but all explanations would be given in the native language. The evaluator observed a Spanish typing class which began using a Spanish language book in September but was, by the spring using an English language one. While the teacher gave instructions in English, the bilingual paraprofessional answered the questions of the minority of students who were having difficulty following the directions in English. The program plans to intermingle Greek and Arabic students in this class next year, though no typing books are available in either language. A course in American social institutions for Greek-dominant students was taught in English and Greek, with the teacher writing on the board the aim of the class in English and defining key words in the lesson (isolationism, revolution, development, trade) in Greek. In a different situation, a class preparing students for the Criterion Referenced English Syntax Test (CREST) through review of verbs, idioms, and sentence structure was conducted entirely in English and offered to students of all language groups.

Thirty percent of the students in the program are taking two or more of their content-area courses in English, including 25 students who are in a mainstream English class.

Exit from Program

During the 1980-81 academic year, one program student was fully mainstreamed. In addition, students left the program for the following reasons:

-- discharged or transferred to an alternative program (2 students)

-- transferred to another school (3 students)

-- graduated (19 students)

-- returned to native country (21 students)

-- removed from program by parental option (2 students)

-- left school for employment (4 students)

-- married and left school (4 students)

FUNDING OF INSTRUCTIONAL COMPONENT

The funding sources of the instructional component are listed in Table 5. All of the instructional aspects of the program are supported by local funding, either tax levy or supplementary Module 5B money.

Table 5. Funding of the instructional component.

	FUNDING SOURCE(S)	NUMBER OF PERSONNEL: TEACHER	PARAS
E.S.L	Mod. 5B (N.Y.C.) Tax Levy	2.0	0
Reading (English)	Tax Levy	.4	0
Native Language	Mod. 5B (N.Y.C.)	.4	0
Math	Tax Levy	.2	
Social Studies	Tax Levy	.4	
Science	Tax Levy	.4	——> 1.0 (Title VII)
Other (Voc. Ed.,etc.)	Tax Levy Mod. 5B (N.Y.C.)	.2	

INSTRUCTIONAL OFFERINGS/CURRICULUM DEVELOPMENT

Founded on a well-developed comprehensive program which has been described in past years in evaluations of Project GRASP, Project ELITES expands this base to areas of career development by coordinating some of its offerings with the content and technique applied in E.S.L. classes and by the addition of an apprenticeship program. The form of this new focus has necessitated the development of new curriculum material.

Tables 6 and 7 indicate instructional offerings in E.S.L. and in native language arts. All meet five times per week. There are no native studies offerings reported for Arabic students, although the Yemenite students, especially, were described by staff members as having come to the United States with little or no educational background.

For bilingual courses, each meeting five times a week, the student breakdown is indicated in Table 8 for the 1980-1981 academic year.

This breakdown supports the evaluator's own observation that a considerable discrepancy exists between the number of students enrolled on an average in the Spanish classes and those in the Arabic or Greek classes. At its most extreme, in the bilingual classes, the average register for Spanish students is 34, while for Greek and for Arabic students it is 27. The Spanish students seem to be doing a significantly larger amount of their work in their native language: the Greek students are using English approximately 50 percent of the time in terms of class meetings and materials, while the Arabic students use their native language 90 percent of the time in class but have half of their reading

Table 6. Instruction in English as a second language.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
E.S.L. 1 & 2	4	25	Instruction for beginning levels of English proficiency	LADO Series
E.V. (nongraded)	2	27	Instruction of advanced English proficiency	Short stories, newspaper, teacher-made materials.
R.S.L. (nongraded)	3	29	Emphasis on reading proficiency.	1. Reading for concepts. 2. Using good English.

Table 7. Instruction in native language arts.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
N.S. (Spa. 1 & 2)	2	31	Native language enrichment	1. Mejora tu Espanol. 2. El Mundo Hispanico
N.S. (Greek)	2	28	Native language enrichment	

Table 8. Bilingual instruction in content areas.

COURSE TITLE AND "TRACK" OR "LEVEL" IF APPLICABLE	NUMBER OF CLASSES	AVERAGE REGISTER	LANGUAGE(S) OF INSTRUCTION	USED FOR WHAT PERCENT OF CLASS TIME?	PERCENTAGE OF MATERIALS IN NATIVE LANGUAGE
Spanish Science	2	34	Spanish	85	100
Spanish Social Studies	2	34	Spanish	90	100
Spanish Math	1	32	Spanish	80	80
Comm. Spanish	1	33	Spanish	90	100
Spanish Typing	1	30	English/Spanish	50/50	50
Greek Social Studies	1	21	English/Greek	50/50	50
Greek Science	1	19	English/Greek	50/50	50
Greek Math	2	27	English/Greek	50/50	50
Arabic Social Studies	1	23	Arabic	90	50
Arabic Science	1	21	Arabic	90	50
Arabic Math	1	27	Arabic	90	50

in English; for the Spanish students, however, the figures are 80-100 percent usage of their native language in class time and reading assignments.

Table 9 outlines student participation in mainstream classes. Except for E.S.L., which meets for five to ten hours a week, all of the classes meet for five hours a week.

The main feature of the project is its Career and Occupational Program, which is organized on the basis of career clusters. This focus requires the resource teachers to concentrate their energies in two directions: translating relevant texts where such texts are not available in the native language; and developing resource units for use in the courses within each cluster offered during the academic year.

The former task is particularly pressing for the Arabic and Greek resource teachers who must work without texts in the native language. Thus, the Greek resource teacher has been translating into Greek economics and health textbooks, while the Arabic resource teacher has been doing translation of texts on accounting and environmental science. The resource teachers have also developed the following bilingual units as part of the project's occupational focus: Arabic bilingual social institutional; Arabic and Spanish environmental science; Greek biology; Greek and Spanish introduction to health; Spanish economics. Each written unit forms a manual of from 26 to 70 pages; the Spanish environmental science and introduction to health careers manuals contain diagrams that add to their potential usefulness.

In addition to taking career-oriented courses, 18 students (fewer than the 25 projected in the proposal) were originally placed

Table 9. Mainstream classes in which program students are enrolled.

COMPONENT/SUBJECT	NUMBER OF STUDENTS	CRITERIA FOR SELECTION
English (Regular)	25	Teacher recommendations
English (Reading)	20	Teacher recommendations
Math	40	Teacher recommendations
Science	15	Teacher recommendations
Art	50	Free elective
Music	18	Free elective
Typing	26	Free elective
R.C.T. English	46	Not eligible for alt. testing
R.C.T. Math	18	Not eligible for alt. testing
Social Studies	57	Graduation requirements
Business Education	26	Free elective
Shop	51	Free elective
Physical Education	230	Graduation requirements

and scheduled to work two hours a day, five days a week, for two credits. Of those, six dropped out of the program: one Spanish student returned to Ecuador; one Spanish male and two Arabic male students left the apprenticeship because of their need to do paid work; and two Arabic female students left because of parental concern thay they would not receive sufficient school supervision if they were not on school grounds. The 12 students who worked throughout the semester had the following placements:

--1 (Greek), private doctor's office
--1 (Greek), Lincoln Savings Bank
--1 (Greek), Crown's Peter's Travel Agency
--3 (1 Spanish, 2 Greek), Victory Memorial Hospital
--4 (Spanish), Lutheran Medical Center
--2 (Spanish), 68th Police Precinct

The evaluator met with three students involved in the apprenticeship program. A student who is interested in going into police work and intends to go to John Jay College if she does not return to Puerto Rico, has been working under the supervision of a police officer and learning to file the false alarm reports and correspond with people about car registrations and licenses at the local police precinct. A Greek student planning to go to Baruch College next year and major in business administration has been at the Lincoln Savings Bank closing accounts, filing, and learning to work computers; he has been offered a paid job during the summer and a part-time job next year while he attends college. A Greek student working at Victory Memorial Hospital wants to go to medical school. She has been shown around the hospital where she works carrying messages, keeping charts, and feeding patients; she was especially pleased because she had been able to translate and thereby help get a Greek patient settled when her Greek-speaking doctor

was unavailable, an experience that reinforced her own belief in the value of her bilingualism.

The coordinator hopes to increase the number of participating students next year, especially to include Arabic students. The feedback from participating agencies has been consistently positive, overcoming whatever reluctance some of the agencies might have had at the beginning of the year prior to program initiation.

V. NON-INSTRUCTIONAL COMPONENT

FUNDING OF THE NON-INSTRUCTIONAL COMPONENT

The total Title VII budget is $197,246 for 1980-81.

Funding of and personnel involved in the non-instructional component are indicated in Table 10.

Table 10. Funding of the non-instructional component.

	FUNDING SOURCE(S)	PERSONNEL: NO. & TITLE(S)
Administration and Supervision	Tax Levy	1 Asst. Prin. Foreign Language
	Title VII	1 Coord. of Ed. Guidance
Curriculum Development	Title VII	3 Bilingual Resource Teachers (1 Spanish, 1 Greek, 1 Arabic)
Supportive Services	Tax Levy	1 Bilingual Dean
	Mod. 5B	1 Bilingual Att. Coord.
Staff Development	Tax Levy	1 Asst. Princ. Foreign Language
Parental and Community Involvement	Title VII	All Personnel Involved
Secretarial Services	Title VII	1 Secretary

SUPPORTIVE SERVICES

Like other aspects of the program, the provision for supportive services are complicated by the trilingual nature of the program. Personnel and vocational counseling is done primarily by the coordinator, the resource teachers, and the paraprofessionals. Connections with local colleges and, as an offshoot of the apprenticeship program, with community agencies and businesses, seem particularly important. The Spanish resource teacher was especially involved in preparing students for college entrance exams and arranging field trips to Kingsboro Community College and other area colleges. Vocational counseling is incorporated into the guidance counseling done by the coordinator, especially in working with students in the career program; outside speakers are brought in for group guidance sessions. The coordinator also deals with students' personal and psychological problems directly or makes referrals to outside agencies when necessary.

The presence of female paraprofessionals in two of the language areas (Greek and Spanish) clearly makes it easier for the Greek and Spanish female students to approach them with some of the problems they might be having, which they might be more reluctant to discuss with a male staff member. While the current Arabic resource teacher has worked in the program only during the 1980-81 year, project administrators plan to rehire in September 1981, the Arabic resource teacher who this year is on maternity leave; this will help them to reestablish the

continuity needed for effective support services, as well as for the academic aspects of the program. Walking through the halls with the coordinator and seeing him greet many students familiarly and personally underscored the value of a stable staff in providing guidance to students.

Since several desks and a frequent line of waiting students are in both the departmental office and the resource office, privacy during counseling is at a minimum. As a result, counseling that might be more appropriate to do in private has to occur in the office, in the hall, or in an empty classroom, none of which is an ideal place for coping with upset or crying students.

While staff makes home visits only when mail is returned and there is no home phone, contact with parents is very frequent, sometimes stretching into the evening hours when parents are home from work. They are contacted both because of specific school or attendance problems and because their input is needed to make some decision about their child's education. In this area too, the trilingual nature of the program contains built-in problems, since neither director nor coordinator speaks Arabic or Greek and the burden of making and maintaining such contacts necessarily falls on the Arabic and Greek resource teachers and the paraprofessionals.

Community service organizations are used as the need arises with referrals being made to South Beach Psychiatric Center (individual and family therapy), St. Joseph's Home (abused children), and St. Vincent's Home (wards of the court). The need for more information regarding available community services was expressed. Finding agencies that can provide services in the student's native language is critical,

as for example, is the need for the services to be provided by individuals who share the student's native culture. The nature of such services is particularly important because of the number of problems that center on conflict of values between a student's old and new cultural settings, problems that necessarily involve a student's relationship with parents and other family members. Again, the general difficulty of locating the best possible services is compounded by the need to locate them for three language groups.

STAFF DEVELOPMENT

Because nearly all of the staff had participated in Project GRASP, Project ELITES did not include in its proposal any pre-service orientation. Workshops facilitated by the coordinator and the director were held four times during the year on mastery learning, testing, and individualization of instruction.

In addition to attending various conferences sponsored by the New York City Office of Bilingual Education, the director attended a technical assistance workshop at Fordham University and two resource teachers attended two workshops, one sponsored by the New York Aquarium and one by Brooklyn Union Gas and the United States State Department. One of the resource teachers who had attended the latter workshop on energy talked enthusiastically about developing an energy conservation resource unit next year, something he thought especially exciting for students.

Both professional and paraprofessional staff are taking courses at Long Island University, the former for a Ph.D., for preparing bilingual courses related to finance and data processing, or for improving

the teaching of E.S.L.; the latter for an M.S., and involving courses in such areas as cultural pluralism, educational evaluation, genetics, and learning disabilities.

Staff characteristics are outlined in Table 11.

PARENTAL AND COMMUNITY INVOLVEMENT

While parents have demonstrated a very strong involvement in their children's education, the difficulties involved in having a trilingual parent advisory board have thus far been insurmountable. Only one meeting of the board was held this year, though monthly meetings were planned. The need to have every statement made at a meeting translated simultaneously into at least two different languages eliminates the spontaneity and impedes the effectiveness of such gatherings.

Parents have clearly preferred to relate to the program on an individual basis: attending Open School Day to meet with individual teachers; accompanying students on trips and to performances. Parent attendance at Open School Day was better this year than last year. The program staff translated into Greek, Arabic, and Spanish all school notices and orientation booklets. While they are pleased with the parents' individual commitment to the program and the positive feedback received from many of them, program administrators did feel the need for improvement in terms of the organizational involvement of the parents.

Outreach to the community focused primarily on the feeder schools. Program staff has talked this year in about half a dozen local junior high schools. The principal thought that more public

Table 11. Staff characteristics: professional and paraprofessional staffs.

FUNCTION(S)	PERCENT OF TIME SPENT IN EACH FUNCTION	DATA APPOINTED TO EACH FUNCTION	EDUCATION (DEGREES)	LICENSES HELD	EXPERIENCE MONOLINGUAL	EXPERIENCE BILINGUAL
A.P. Supervision	70	11/79	M.A. Ed.	French	20 yrs.	6 yrs.
Project Director	30	9/75	Sup. & Admin.	A.P. Supv.		
Coordinator of Ed. Guidance	100	9/79	M.A. Spa. Cert. Admin.	Spanish	15 yrs.	2-1/2 yrs.
Spanish Bilingual Resource Teacher	100	9/80	M.S. Ed.	Bil Com. Br. Bil G.S. JHS Bil Bio & GS, DHS	7-1/2 yrs.	6-1/2 yrs.
Greek Bilingual Resource Teacher	100	9/75	M.A. Math	Greek	6 yrs.	6 yrs.
Arabic Bilingual Resource Teacher	100	9/80	M.A. Philosophy	French	11 yrs.	1 yrs.

relations efforts needed to be made in the community to improve District 20's receptivity to it; largely, this would be an educational effort to counteract the image of students in the program as "intruders" into the neighborhood.

AFFECTIVE DOMAIN

Students seem to have positive attitudes toward the program. Some of the indicators are the following:

Attendance

Attendance has been consistently higher than in the school as a whole, despite the fact that many of the program students have to travel to school and face economic problems (no money for a lost bus pass, book, or gym suit) that might discourage attendance.

Extracurricular Activities

Program students have been involved primarily in such school teams as swimming, volleyball, baseball, and softball. The existence of double sessions and the need of many to work after school make membership in other school activities unfeasible.

Honors, College Admissions

A half dozen program students are in the National Honor Society. While 65 percent of the graduating student body as a whole goes on to college, 90 percent of the program students do.

Vandalism, Suspensions

Vandalism, drug abuse, and gang membership are not problems among program students. No students were suspended during the 1980-81 academic year.

Other Indicators

The evaluator found students to have a positive attitude toward the program. Students seem attentive and involved; in large classes, teachers almost always had several volunteers to answer each question. Program students like to stay together and be known as members of the program. The departmental office receives more requests than they can handle for entry into the program. Students who work as student aides in the office tend to stay late and come early. The constant stream into both the program office and the resource office of students who did not have problems but simply wanted to check in and say "hello" indicates clearly the sense of connectedness and belonging they have, a sense that necessarily has a positive effect on their work in the program.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-1981.

Students were assessed in English language development, mathematics, social studies, science, business and vocational education, the practical arts, and school attendance.

English as a second language -- CREST (Criterion Referenced English Syntax Test, Level I, II, III)

English language fluency -- New York City Oral Language Ability Scale (Expressive Domain)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Business education -- Teacher-made tests

Vocational education -- Teacher-made tests

Practical arts -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

For the New York City Oral Language Ability Rating Scale (Expressive Domain) the number of students tested, the average (median) pre-test rating, and the number and percentage of students advancing one or more scale levels is reported. Results are presented by grade level for each of the three instructional sequences: career, basic skills/ remedial, and gifted track students. The evaluation objective set for

each of the groups was as follows: basic skills/remedial (60 percent will advance 1 level); career (75 percent will advance 1 level), and gifted (85 percent will advance 2 levels).

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the students must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received non-Title I E.S.L. instruction in the 1980-1981 academic year. Information is also provided on students' performance at the various test levels. Achievement is summarized for the three instructional sequences of the program: career, basic skills/remedial, and gifted track students.

Performance breakdowns are reported in two ways for each of the instructional sequences. First, a grade and level breakdown is reported for students who were pre- and post-tested with the same test level.

In addition, a grade and test level breakdown is reported for students who were administered a higher level of the CREST when post-tested than when pre-tested. Second, results for the combined sample are reported for the average number of objectives mastered at pre- and post-testings, and the average number of objectives mastered per month of treatment. For students given different levels of the test at pre- and post-testing, it was assumed that all objectives of the pre-test level were mastered by the time of post-testing. If Levels I and III were used, the additional assumption was made that all Level II objectives were also mastered.

Information is also provided for the average mastery rates of students in each grade who advanced one or two levels between pre- and post-testing.

Rates of success of students in mathematics, science, social studies, business education, vocational education, and the practical arts in the bilingual program are summarized for students in each of the three instructional sequences. The numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for fall and for spring courses separately are reported by instructional sequence, course, and grade level.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented by language group and grade level. These tables contain average rates for the school and for the various participant groups, the percent differences, values of the t statistic, and its level of statistical significance. The t statistic indicates the extent to which the observed percentage differences vary from what might be expected by chance.

Table 12. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. non-Title I basic skills/remedial track students, combined sample, total year)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	15	10.6	18.5	7.9	7.6	1.0
10	4	5.5	12.8	7.3	8.1	.9
11	5	12.2	20.4	8.2	7.8	1.1
12	2	9.0	12.0	3.0	7.9	.4
TOTAL	26	10.0	17.5	7.5	7.7	.9

*Post-test minus pre-test.

- The stated evaluation objective (.5 objectives mastered per month) was met and surpassed in all grades except grade 12.
- The largest monthly gains were made by eleventh graders.
- The total group of 26 students gained an average of approximately one objective for each month of instruction.

Table 13. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Non-Title I basic skills/remedial track students, combined sample, total year)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	7	5.1	10.4	5.3	3	10.3	15.3	5.0	----------			
10	3	4.0	12.0	8.0	1	10.5	15.0	4.5	----------			
11	----------				----------				3	10.7	13.3	2.6
12	----------				----------				2	9.0	12.0	3.0
TOTAL	10	4.8	10.9	6.1	4	10.4	15.2	4.8	5	10.0	12.8	2.8

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

.Most students were tested with Level I where 6.1 objectives were gained on the average.

.Students tested with Level II gained an average of 4.8 objectives.

.Level III students showed the smallest gains, but they knew 60 percent of Level III objectives at pre-test. Little room for extended growth existed.

Table 14. Performance of students tested on more than one test level on the Criterion Referenced English Syntax Test (CREST).

(E.S.L. non-Title I basic skills/remedial track students, combined sample, total year)

	Students Advancing From Level I To Level II			Students Advancing From Level II To Level III			Students Advancing From Level I To Level III		
GRADE	N	Average # Objectives Mastered (Pre-test Level I)	Average Total Objectives Mastered*	N	Average # Objectives Mastered (Pre-test Level II)	Average Total Objectives Mastered*	N	Average # Objectives Mastered (Pre-test Level I)	Average Total Objectives Mastered
9	2	20.5	10.5	3	17.3	15.3	----------		
10	----------			----------			--------- NO DATA ---------		
11	----------			2	14.5	16.5	----------		
12	----------			----------			----------		
TOTAL	2	20.5	10.5	5	16.2	15.8			

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*(25 minus pre-test) plus post-test.

.Seven students demonstrated unusual English language growth.

.Two ninth graders mastered all Level I objectives and were functioning on Level II at post-test. They mastered an average of 10.5 objectives during the total academic year.

.Five students advanced from Level II to Level III, mastering an average of approximately 16 objectives.

Table 15. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. non-Title I career track students, combined sample, total year)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	38	10.1	17.9	7.8	8.0	.9
10	54	11.1	21.9	10.8	8.4	1.3
11	39	11.2	18.3	7.1	7.9	.9
12	13	11.7	20.9	9.2	8.4	.9
TOTAL	144	10.9	19.7	8.9	8.2	1.1

*Post-test minus pre-test.

.The objective stating that 1.5 objectives will be mastered per month was not achieved. However, over 50 percent of program students functioned on Level III of the test (see Table 16 following) where small gains were observed for students who already achieved 60 percent of Level III CREST objectives at pre-test. The average monthly gains are probably depressed by this factor.

.Grade 10 students showed the largest gains.

Table 16. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. non-Title I career track students, combined sample, total year)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	7	6.5	12.0	5.4	12	8.0	13.9	5.9	10	9.5	12.8	3.3
10	7	9.3	14.0	4.7	3	11.0	16.3	5.3	28	8.1	14.8	6.7
11	2	10.0	14.0	4.0	4	7.5	15.8	8.3	24	10.1	13.3	3.2
12	----------				----------				9	10.0	13.7	3.7
TOTAL	16	8.2	13.1	4.9	19	8.4	14.7	6.3	71	9.2	13.9	4.7

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

.Most students functioned on Level III where the smallest average gains were achieved. However, the average student had a high pre-test score on Level III.

.The largest gains were made by students tested with Level II.

Table 17. Performance of students tested on more than one test level on the Criterion Referenced English Syntax Test (CREST).

(E.S.L. non-Title I career track students, combined sample, total year)

	Students Advancing From Level I To Level II			Students Advancing From Level II To Level III			Students Advancing From Level I To Level III		
GRADE	N	Average # Objectives Mastered (Pre-test Level I)	Average Total Objectives Mastered*	N	Average # Objectives Mastered (Pre-test Level II)	Average Total Objectives Mastered*	N	Average # Objectives Mastered (Pre-test Level I)	Average Total Objectives Mastered**
9	3	14.3	21.0	6	17.2	15.2	----------		
10	4	18.5	17.8	9	16.6	16.4	3	12.0	43.0
11	3	16.0	22.0	6	16.2	15.7	----------		
12	2	13.0	26.0	2	18.0	17.0	----------		
TOTAL	12	15.9	21.0	23	16.8	16.0	3	12.0	43.0

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*(25 minus pre-test) plus (post-test)
**(50 minus pre-test) plus (post-test)

- Approximately one-quarter of students pre- and post-tested with the CREST advanced one or more test levels.
- The majority of these students advanced one test level and mastered over 15 objectives.
- Three students demonstrated exceptionally large growth: they mastered 43 objectives on the average.

Table 18. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. non-Title I gifted track students, combined sample, total year)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	1	7.0	11.0	4.0	8.7	.5
10	7	12.7	16.8	4.1	8.7	.5
11	12	11.3	17.6	6.3	8.5	.7
12	7	11.0	14.1	3.1	8.4	.4
TOTAL	27	11.4	16.2	4.8	8.6	.6

*Post-test minus pre-test.

- Gifted students were expected to master two objectives for every month of instruction.
- In all grades, the average student mastered less than 1 objective per month.
- For the majority of students (89 percent), the typical student was only able to gain .5 to .6 objectives.
- Most students achieved the maximum amount that can be achieved on the CREST.

Table 19. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. non-Title I gifted track students, combined sample, total year)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	----------				----------				1	7.0	11.0	4.0
10	------ NO DATA -------				----------				6	11.7	14.5	2.8
11	----------				1	9.0	16.0	7.0	10	10.8	14.9	4.1
12	----------				----------				7	11.0	14.1	3.1
TOTAL					1	9.0	16.0	7.0	24	10.9	14.4	3.5

NOTE: number of objectives for each level: Level I (25), Level II (25), Level (15).

*Post-test minus pre-test.

.No gifted student was pre- and post-tested with Level I.

.Eighty-eight percent of gifted students tested with the CREST were pre- and post-tested with Level III.

.Level III students mastered practically all Level III objectives (15).

.One student who was tested with Level II gained 7 objectives.

Table 19. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. non-Title I gifted track students, combined sample, total year)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	----------				----------				1	7.0	11.0	4.0
10	------ NO DATA -------				----------				6	11.7	14.5	2.8
11	----------				1	9.0	16.0	7.0	10	10.8	14.9	4.1
12	----------				----------				7	11.0	14.1	3.1
TOTAL					1	9.0	16.0	7.0	24	10.9	14.4	3.5

NOTE: number of objectives for each level: Level I (25), Level II (25), Level (15).

*Post-test minus pre-test.

.No gifted student was pre- and post-tested with Level I.

.Eighty-eight percent of gifted students tested with the CREST were pre- and post-tested with Level III.

.Level III students mastered practically all Level III objectives (15).

.One student who was tested with Level II/I gained 7 objectives.

Table 20. Performance of students tested on more than one test level on the Criterion Referenced English Syntax Test (CREST).

(E.S.L. non-Title I gifted track students, combined sample, total year)

GRADE	Students Advancing From Level I To Level II			Students Advancing From Level II To Level III			Students Advancing From Level I To Level III		
	N	Average # Objectives Mastered (Pre-test Level I)	Average Total Objectives Mastered*	N	Average # Objectives Mastered (Pre-test Level II)	Average Total Objectives Mastered*	N	Average # Objectives Mastered (Pre-test Level I)	Average Total Objectives Mastered
9	----------			----------			----------		
10	----------			1	19.0	12.0	--------- NO DATA ---------		
11	1	19.0	28.0	----------			----------		
12	----------			----------			----------		
TOTAL	1	19.0	28.0	1	19.0	12.0			

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*(25 minus pre-test) plus (post-test).

.Two students advanced one test level.

.One eleventh grader mastered 28 objectives on Levels I and II.

.One tenth grader mastered 12 objectives on levels II and III.

Table 21. Oral language ability.

Pre-test rating, number and percentage of students advancing one or two levels on the New York City Oral Language Ability Scale by instructional sequence and grade.

	Basic Skills/Remedial Track				Career Track				Gifted Track			
Grade	N	Pre-test Rating*	Number Advancing One Level	%	N	Pre-test Rating*	Number Advancing One Level	%	N	Pre-test Rating*	Number Advancing One Level	%
9	16	E	14	82	31	D	18	58	1	B	0	0
10	4	E	4	100	54	D	44	81	7	C	1	14
11	5	D	4	80	41	D	32	78	12	C	1	8
12	2	C	1	50	13	D	11	85	8	C	0	0

*Test level corresponding to average (median) group rating (see Appendix A).

- Basic skills/remedial track students in grade 9 through 11 achieved the stated objective (60 percent will advance one level). The number of twelfth graders (2) is too small for a reliable judgement of growth to be made.
- All grades except grade 9 achieved the stated objective (75 percent will advance one level) among career track students.
- Gifted track students did not attain the criterion (85 percent will advance two levels). However, the typical gifted track student was rated at Level C on the scale at pre-test (see Appendix A). An expectation of two levels of growth may have been unrealistic for these students given the observed pre-treatment knowledge demonstrated by these students.
- Overall, there is an apparent strong relationship between growth and pre-test rating. Consideration of this factor should be made in the interpretation of these data.

Tables 22 through 42. Results of teacher-made examinations in content-area courses for students in basic skills/remedial, career, and gifted tracks.

Basic skills students

- The overall pass rate based on 287 examinations in all subject areas was 83 percent.
- The highest pass rate occurred in native language arts (100 percent) in the spring.
- The lowest pass rate occurred in vocational education (54 percent) in the fall.
- In most courses, the pass rate is higher in spring than in fall.

Career students

- The overall pass rate based on 1,330 examinations was 86 percent.
- The highest pass rate occurred in native language arts (95 percent) in the fall.
- The lowest pass rate occurred in mathematics (53 percent) in the fall.
- In most courses, the pass rate is higher in fall than in spring.

Gifted students

- The overall pass rate on 267 examinations was 96 percent.
- The highest pass rate was 100 percent which was attained 8 times in 5 different courses.
- The lowest pass rate occurred in mathematics (73 percent) in the spring.
- In the courses where the pass rate was different, students had a higher pass rate in fall than spring.
- An examination of the following tables shows the kinds of courses in which students received instruction and achievement levels in the content areas as well as differential pass rates for grade levels.

Table 22. Number of basic skills track students attending courses and percent passing teacher-made examinations in mathematics.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Fundamental Mathematics	2	50							2	50
B.C.T. Mathematics			1	100			2	100	3	100
TOTAL	2	50	1	100			2	100	5	80

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
B.C.T. Mathematics	1	100	1	100	2	50	2	100	6	83
TOTAL	1	100	1	100	2	50	2	100	6	83

Table 23. Number of basic skills track students attending courses and percent passing teacher-made examinations in science.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Earth Science	8	75	1	100	1	0			10	70
Health Careers	6	50	5	100	4	100	1	100	16	81
Biology I Academic					1	0			1	0
TOTAL	14	64	6	100	6	67	1	100	27	74

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Earth Science	15	80	2	100	1	0			18	77
Health Careers	5	80	3	100	4	100	1	100	13	92
TOTAL	20	80	5	100	5	80	1	100	31	84

Table 24. Number of basic skills track students attending courses and percent passing teacher-made examinations in social studies.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Consumer Economics	7	100	1	100	1	0			9	88
American Studies	5	80	2	100	3	100			10	90
Cultural Values			1	100					1	100
World Geography I, General					1	0			1	0
Western Civilization							2	100	2	100
TOTAL	12	92	4	100	5	60	2	100	23	87

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
American History I, Academic	1	0							1	0
Consumer Economics	1	100	1	100	1	0			3	67
American Studies	15	87	1	100	2	100			18	89
Cultural Values			1	100					1	100
Western Civilization					1	0	1	100	2	50
TOTAL	17	82	3	100	4	50	1	100	25	80

Table 25. Number of basic skills track students attending courses and percent passing teacher-made examinations in native language arts.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language I, Academic			1	100	1	100			2	100
Native Language II, Academic							1	100	1	100
Native Language III, Academic			2	100					2	100
Native Language II, General	8	88			4	75	1	100	13	85
TOTAL	8	88	3	100	5	80	2	100	18	89

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language I, Academic	1	100	1	100	1	100			3	100
Native Languge III, Academic			2	100					2	100
Native Languge II, General	10	100	1	100	2	100	2	100	15	100
TOTAL	11	100	4	100	3	100	2	100	20	100

Table 26. Number of basic skills track students attending courses and percent passing teacher-made examinations in business education.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing	7	57	1	100	1	100			9	67
Accounting	10	90	4	100	2	100	1	100	17	94
Business Skills	5	100	2	100	1	0			8	88
Commercial Record Keeping	2	50							2	50
TOTAL	24	79	7	100	4	75	1	100	36	83

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing	5	80	1	100	1	100			7	86
Accounting	16	94	3	100	2	100	1	100	22	95
Business Skills	3	100	2	100					5	100
Commercial Record Keeping	1	100							1	100
TOTAL	25	92	6	100	3	100	1	100	35	94

Table 27. Number of basic skills track students attending courses and percent passing teacher-made examinations in vocational education.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Vocational Education	10	40	2	100	1	100			13	54
TOTAL	10	40	2	100	1	100			13	54

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Vocational Education	14	79	2	100					16	81
TOTAL	14	79	2	100					16	81

Table 28. Number of basic skills track students attending courses and percent passing teacher-made examinations in practical arts.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Practical Arts	4	100	2	100					6	100
Photography & Language Arts			1	100					1	100
Music & Language Arts					1	100	1	100	2	100
Fine Arts & Language Arts	8	50					1	100	9	56
TOTAL	12	67	3	100	1	100	2	100	18	78

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Practical Arts	1	0	1	100					2	50
Photography & Language Arts			1	100					1	100
Music & Language Arts	1	100	1	0	1	0			3	33
Fine Arts & Language Arts	7	71			1	100			8	75
TOTAL	9	67	3	67	2	50			14	64

Table 29. Number of career track students attending courses and percent passing teacher-made examinations in mathematics.

Fall Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Fundamental Mathematics	1	0							1	0
B.C.T. Mathematics	1	0	1	100	2	50	5	100	9	78
Algebra I, Academic	1	0	10	50	9	22	1	100	21	38
Algebra II, Academic			1	0					1	0
Intermediate Algebra I			1	100	1	0			2	50
Intermediate Algebra II					1	100	1	100	2	100
Geometry I					2	100			2	100
TOTAL	3	0	13	54	15	40	7	100	38	53

Table 29.(continued)

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Fundamental Mathematics	1	0							1	0
B.C.T. Mathematics	2	100	2	100	3	100	4	75	11	91
Algebra I, Academic	4	50	9	89	4	25			17	65
Algebra II, Academic			1	100					1	100
Algebra III, Academic			1	100					1	100
Intermediate Algebra I					3	33			3	33
Intermediate Algebra II							1	100	1	100
Geometry I	1	0	2	50	2	100			5	60
TOTAL	8	50	15	87	12	58	5	80	40	70

Table 30. Number of career track students attending courses and percent passing teacher-made examinations in science.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Biology I, General			2	100					2	100
General Science I	1	100	1	100	3	67			5	80
Earth Science	15	87	24	96	13	85	4	100	56	91
Health Careers	10	70	19	95	23	96	10	100	62	92
TOTAL	26	81	46	96	39	90	14	100	125	91

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Biology II, Academic			1	0					1	0
Biology II, General			2	100					2	100
General Science I			2	50	1	0			3	33
General Science II, Academic			1	100					1	100
General Science II, General			1	100	1	0			2	50
Earth Science	17	82			12	100	3	100	32	91
Health Careers	8	88	1	100	19	100	6	100	34	97
TOTAL	25	84	8	75	33	94	9	100	75	89

Table 31. Number of career track students attending courses and percent passing teacher-made examinations in social studies.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
American History I, Academic			2	100					2	100
World History I, Academic			2	100			1	100	3	100
World History I, General	2	100							2	100
World History II, General	1	100			1	100			2	100
World Geography I, General	1	100	1	0					2	50
Western Civilization	3	67	8	88	5	80	2	100	18	83
Economics, Academic			1	100	2	50			3	67
Consumer Economics	15	100	16	100	21	95	5	100	57	98
American Studies	11	73	20	45	28	93	10	90	69	90
Eastern Civilization			1	0					1	0
Cultural Values			1	100					1	100
TOTAL	33	88	52	92	57	91	18	94	160	91

Table 31. (continued)

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
American History I, Academic			2	100					2	100
American History I, General			1	100					1	100
World History I, Academic			1	100			1	100	2	100
World History I, General	2	50	3	100					5	80
World History II, Academic					1	100			1	100
World History II, General	4	50	2	100	2	100			8	75
Consumer Economics	3	100	6	100	7	100	1	100	17	100
American Studies	20	80	31	87	26	89	7	86	84	86
Westen Civilization	3	33	6	50	7	57	2	100	18	56
Cultural Values	6	83	10	100	4	100	1	0	21	90
TOTAL	38	74	62	89	47	87	12	83	159	84

Table 32. Number of career track students attending courses and percent passing teacher-made examinations in native language arts.

Fall Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Native Language Studies	1	100							1	100
Native Language I, Academic	1	100	1	100	3	67	1	100	6	83
Native Language II, Academic					1	100			1	100
Native Language III, Academic	6	83	14	100	14	93	4	100	38	95
Native Language Advanced Placement					1	100	2	100	3	100
Native Language II, General	11	82	25	100	10	100	6	100	52	96
Native Language IV, General	1	100							1	100
TOTAL	20	85	40	100	29	93	13	100	102	95

Table 32. (continued)

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language Studies	1	100							1	100
Native Language I, Academic	1	100	1	100	3	100			5	100
Native Language II, Academic					1	100			1	100
Native Language III, Academic	5	100	20	100	11	91	3	100	39	97
Native Language Advanced Placement							2	100	2	100
Native Language II, General	11	82	21	86	11	100	3	100	46	89
TOTAL	18	89	42	93	26	96	8	100	94	94

Table 33. Number of career track students attending courses and percent passing teacher-made examinations in business education.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing	11	64	20	70	8	75	6	67	45	69
Accounting	20	80	24	96	22	91	10	100	76	91
Business Skills	8	38	21	90	6	100	4	100	39	82
Commercial Record Keeping	4	50	4	25	3	0	2	100	13	38
TOTAL	43	65	69	83	39	82	22	91	173	79

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing	11	64	19	68	6	100	5	100	41	76
Accounting	21	95	26	88	21	95	5	100	73	93
Secretarial Studies							1	0	1	0
Stenography			2	50					2	50
Business Skills	6	100	20	95	5	100	4	75	35	94
Commercial Arithmetic			1	100					1	100
Commercial Record Keeping	5	60	6	17	4	75			15	47
TOTAL	43	84	74	78	36	94	15	87	168	84

Table 34. Number of career track students attending courses and percent passing teacher-made examinations in vocational education.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Vocational Education	10	100	13	92	5	60	1	100	29	90
Auto Mechanics	1	100			1	100			2	100
TOTAL	11	100	13	92	6	67	1	100	31	90

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Vocational Education	8	63	5	80	5	80	1	100	19	74
Auto Mechanics	1	100			1	100			2	100
TOTAL	9	67	5	80	6	83	1	100	21	76

Table 35. Number of career track students attending courses and percent passing teacher-made examinations in practical arts.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Practical Arts	4	75	13	92	6	100	2	100	25	92
Photography & Language Arts			1	100	1	100			2	100
Music & Language Arts	2	100	1	100	4	100	6	100	13	100
Fine Arts & Language Arts	18	67	16	88	9	89	5	100	48	81
TOTAL	24	71	31	90	20	95	13	100	88	88

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Practical Arts	2	100	2	100	1	100	1	100	6	100
Photography & Language Arts			2	100	1	100			3	100
Music & Language Arts	2	50	5	80	6	100	1	100	14	85
Fine Arts & Language Arts	17	65	5	100	6	67	5	80	33	72
TOTAL	21	67	14	93	14	86	7	86	56	80

Table 36. Number of gifted track students attending courses and percent passing teacher-made examinations in mathematics.

Fall Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Algebra I, Academic	1	100	4	100	4	100	1	100	10	100
Intermediate Algebra I			1	100	3	100	1	100	5	100
Intermediate Algebra II							1	100	1	100
Geometry I			1	100					1	100
Geometry II					1	0			1	0
Advanced Algebra & Trigonometry			1	100			1	100	2	100
TOTAL	1	100	7	100	8	88	4	100	20	95

Table 36. (continued)

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Algebra I, Academic	1	100	2	100	3	67	1	100	7	86
Algebra II, Academic			2	100	1	0			3	67
Intermediate Algebra I			1	100			1	100	2	100
Intermediate Algebra II					3	33			3	33
Geometry I			1	0			1	100	2	50
Geometry II					1	100			1	100
Advanced Algebra & Trigonometry			2	100			1	0	3	67
B.C.T. Mathematics							1	100	1	100
TOTAL	1	100	8	88	8	50	5	80	22	73

Table 37. Number of gifted track students attending courses and percent passing teacher-made examinations in science.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Biology I, Academic			1	100					1	100
Biology I, General			1	100	1	100			2	100
Biology II, Academic					1	100			1	100
General Science I					1	100			1	100
Earth Science	1	100	3	100	1	100	3	100	8	100
Health Careers			2	100	1	100	4	100	7	100
Physics					1	100			1	100
TOTAL	1	100	7	100	6	100	7	100	21	100

Table 37. (continued)

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Biology I, Academic			2	50	1	100			3	67
Biology I, General					1	100			1	100
Biology II, Academic					1	100			1	100
Biology II, General			1	100					1	100
General Science II, General					1	100			1	100
Earth Science	1	100	2	100	2	100	3	100	8	100
Health Careers			2	100	1	100	3	100	6	100
TOTAL	1	100	7	86	7	100	6	100	21	95

Table 38. Number of gifted track students attending courses and percent passing teacher-made examinations in social studies.

Fall Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
American History I, Academic			1	100	2	100			3	100
World History I, General					1	100			1	100
World Geography I, Academic							1	100	1	100
Western Civilization	1	100	1	100	2	100			4	100
Consumer Economics			4	100	6	100	2	100	12	100
American Studies			4	100	4	100	4	100	12	100
Cultural Values					1	100			1	100
TOTAL	1	100	10	100	16	100	7	100	34	100

Table 38.(continued)

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Social Studies							1	100	1	100
American History I, Academic					2	100			2	100
World History II, General					1	100			1	100
Western Civilization	1	100	2	100	2	100			5	100
Consumer Economics			1	100	3	100	3	100	7	100
American Studies			4	100	5	100	4	100	13	100
Cultural Values			1	100	3	100			4	100
TOTAL	1	100	8	100	16	100	8	100	33	100

Table 39. Number of gifted track students attending courses and percent passing teacher-made examinations in native language arts.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language Studies					1	100			1	100
Native Language I, Academic					1	100			1	100
Native Language II, Academic					1	100			1	100
Native Language III, Academic	1	100	2	100	4	100	3	100	10	100
Native Language Advanced Placement					1	100			1	100
Native Language II, General			2	100	2	100	3	100	7	100
TOTAL	1	100	4	100	10	100	6	100	21	100

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language I, Academic					1	100			1	100
Native Language II, Academic					2	100			2	100
Native Language III, Academic	1	100	2	100	3	100	2	100	8	100
Native Language Advanced Placement					1	100			1	100
Native Language II, General			2	100	3	100	3	100	8	100
TOTAL	1	100	4	100	10	100	5	100	20	100

Table 40. Number of gifted track students attending courses and percent passing teacher-made examinations in business education.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing			2	100	6	83	3	100	11	91
Accounting			2	100	4	100	2	100	8	100
Business Skills			2	100	1	100	2	100	5	100
Commercial Arithmetic							1	100	1	100
TOTAL			6	100	11	91	8	100	25	96

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing			1	100	5	80	3	100	9	88
Stenography							1	100	1	100
Accounting			2	100	3	100	3	100	8	100
Business Skills			2	100	2	100			4	100
Commercial Arithmetic							1	100	1	100
TOTAL			5	100	10	90	8	100	23	96

Table 41. Number of gifted track students attending courses and percent passing teacher-made examinations in vocational education.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Vocational Education			1	100	1	100			2	100
TOTAL			1	100	1	100			2	100

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Vocational Education			2	100	1	100	1	100	4	100
TOTAL			2	100	1	100	1	100	4	100

Table 42. Number of gifted track students attending courses and percent passing teacher-made examinations in practical arts.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Practical Arts					2	50	1	100	3	67
Music & Language Arts			1	100	2	100	1	100	4	100
Fine Arts & Language Arts	1	100			1	100	2	100	4	100
TOTAL	1	100	1	80	5	80	4	100	11	91

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Music & Language Arts			4	100	2	100	2	100	8	100
Fine Arts & Language Arts	1	100	1	100					2	100
TOTAL	1	100	5	100	2	100	2	100	10	100

Table 43. Significance of the difference between attendance percentages of Greek-speaking program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 72.0

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	1	93.0	*	21.0	*	*
10	6	96.5	5.2	24.5	11.5	.001
11	18	90.0	11.7	18.0	27.7	.001
12	4	89.8	4.9	17.8	13.2	.001
TOTAL	29	91.4	9.9	19.4	10.6	.001

*Cannot be determined

- The total group average attendance rate (91.4 percent) surpassed the average school-wide attendance rate (72 percent) by a highly significant margin.
- The attendance rates of students in grade 10 through 12 exceeded the average school-wide rate by highly significant margins.
- The one student in grade 9 exceeded the average school-wide rate in attendance, but a statistical comparison is not possible.

Table 44. Significance of the difference between attendance percentages of Spanish-speaking program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 72.0

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	38	84.8	12.5	12.8	6.3	.001
10	51	91.5	14.3	19.5	7.6	.001
11	31	87.1	9.7	15.1	8.7	.001
12	14	92.5	6.9	20.5	11.1	.001
TOTAL	134	88.7	12.5	16.7	11.6	.001

- The total group average attendance rate (88.7 percent) surpassed the average school-wide attendance rate (72 percent) by a highly significant margin.
- The attendance rates of students in each grade surpassed the average school-wide attendance rate by highly significant margins.
- Upper grade students had high attendance rates.
- Lower grade students' attendance rates were more variable.

Table 45. Significance of the difference between attendance percentages of Arabic-speaking program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 72.0

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	15	89.8	9.8	17.8	7.0	.001
10	10	90.2	8.5	18.2	6.8	.001
11	10	91.2	9.7	19.4	6.3	.001
12	4	98.3	2.2	26.3	23.9	.001
TOTAL	39	91.2	8.9	19.2	13.5	.001

- The total group average attendance rate (91.2 percent) exceeded the average school-wide attendance rate (72 percent) by a highly significant margin.
- The attendance rates of students in each grade exceeded the average school-wide rate by highly significant margins.
- The average attendance rate of twelfth graders was exceptionally high (98.3 percent).

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Although only in its first year of operation, Project ELITES is clearly a firmly grounded, mature program with demonstrated commitment on the parts of administrative, teaching, resource, and paraprofessional staff.

Quantitative analysis of student achievement indicated that basic skills/remedial track students met and surpassed the evaluation objective in English reading in all grades (except for the two twelfth graders). Career track students did not achieve their objective in this area although tenth-grade students came very close to it. The average monthly gains for this group, however, were restricted by the high percentage of students functioning on Level III with high pre-test scores. Thirty-eight career students changed test levels during the year, achieving high rates of growth. Gifted track students mastered less than one objective per month of instruction and did not meet the criterion in this area. Most of these, however, had achieved high pre-test scores on Level III of the CREST. As a result, not much growth could be demonstrated.

In oral language ability, ninth-, tenth-, and eleventh-grade basic skills/remedial track students, and tenth-, eleventh-, and twelfth-grade career track students achieved the program objective. Gifted track students did not meet the criterion. However, the objective for this group was thought to be unrealistic due to their high rating at pre-test.

In all content areas, the overall pass rate for basic skills/ remedial track students was 83 percent. The highest pass rates in both fall and spring were achieved in native language arts. In general, these students demonstrated higher pass rates in spring than in fall.

The overall pass rate for career track students in all content-area subjects was 86 percent. Again, the highest pass rate in both fall and spring were achieved in native language arts. However, career track students generally demonstrated higher pass rates in fall than in spring.

Gifted track students demonstrated an overall pass rate of 96 percent in all content areas. The highest pass rate was 100 percent which was attained eight times in five different courses.

The overall attendance rate of program students was significantly greater than that of the entire student body, suggesting a high level of student motivation. In terms of college admissions, program students did considerably better than students in the school as a whole.

Such achievements, for which the program bears responsibility, can best be appreciated when one considers that these students come from families whose economic background is far lower than those of many of their monolingual classmates and from homes in which the language spoken is not English. Project achievements are especially impressive given that students are of three language groups, many cultural backgrounds, and different racial identities.

RECOMMENDATIONS

On the basis of several site visits, and interviews with personnel and students, the evaluator recommends:

1. that full support of the program be continued in recognition of the demonstrated effectiveness of the program;

2. that attempts be made to decrease the size of Spanish classes;

3. that project students be used as resources for mainstream social studies or other courses that deal with native culture and history;

4. that every effort be made to involve Arabic students, female and male, in the apprenticeship program;

5. that the possibility of holding separate parent meetings with members of each language group be explored as a means of increasing parent participation;

6. that a bilingual psychological counselor be added to the staff on a part-time basis, perhaps a Spanish-speaking counselor since that represents the largest group of project students; in addition to doing personal counseling with those students who share the same language and cultural background, this staff member would explore community resources to locate bilingual counseling for program students from the other two language groups;

7. that private rooms be assigned to the project for routine use for student conferences.

8. that the instruments and criterion levels used to assess English language development for the gifted students be reviewed for their appropriateness. Most of these students had high achievement levels at pre-test, and as a result could not demonstrate much growth.

VIII. APPENDIX

Appendix A

Oral Language Ability Rating Scale, New York City

Scale for Rating Pupil's Ability to Speak English

Enter for each pupil the letter A, B, C, D, E, F corresponding to his estimated ability to speak English in the classroom, defined as follows:

A -- Speaks English, for his age level, like a native - with no foreign accent or hesitancy due to interference of a foreign language.

B -- Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.

C -- Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English, and therefore speaks hesitantly upon occasion.

D -- Speaks English in more than a few stereotyped situations but speaks it haltingly at all times.

E -- Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.

F -- Speaks no English.

The expected outcomes listed for each grade in this handbook can serve as a guide for evaluating achievement and relating them to the above scale. This is particularly significant for the C, B, and A designations that use as a comparison typical native pupils of like age.